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ABSTRACT

This report is one of 8 volumes which describe the findings and procedures of the Instructional Dimensions Study, an in-depth assessment of the relationships between selected instructional constructs and students' achievement. These constructs include individualization, opportunity to learn, motivational factors, instructional events, and teacher background. Data were collected through interviews with teachers staff, and students, videotape recordings, and analysis and transcription of written materials. In addition, the study collected information on instructional settings for compensatory education, costs, services provided by school districts, and the criteria used by districts to determine eligibility and participation for schools and students in compensatory education programs. The purposes of this report are to (1) briefly describe the data collection instruments used, (2) outline the rostering procedures required for data control, (3) describe the pilot test procedures and results, (4) identify the processes for data verification, (5) indicate the timetable for collecting data, (6) describe the procedures for sustaining cooperation from study participants, and (7) briefly describe the management structures for field work for data collection and processing activities. (Author/AM)

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INSTRUCTIONAL

DIMENSIONS

STUDY

A Supporting Report

DATA COLLECTION MANAGEMENT

**A Study Conducted for the
NATIONAL INSTITUTE OF EDUCATION**

By

KIRSCHNER ASSOCIATES INC.

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KIRSCHNER ASSOCIATES, INC.

DATA COLLECTION MANAGEMENT

A Supporting Report

of the

INSTRUCTIONAL DIMENSIONS STUDY

1976-1977

Morris Peterson
Data Collection Manager

Contract No. NIE 400-76-0060

National Institute of Education
Educational Equity Group
Compensatory Education Division

U.S. Department of Health, Education, and Welfare

September, 1977

Washington, D.C.

The findings of this Study are those of the Contractors and do not necessarily reflect the views of the National Institute of Education and the U.S. Department of Health, Education, and Welfare or any other agency of government.

ACKNOWLEDGEMENTS

The Instructional Dimensions Study reports are the products of intensive efforts undertaken during a 19-month period, beginning in March, 1976. While many persons have contributed greatly to the success of the Study, we want to extend special recognition to the following persons:

- Classroom and compensatory education teachers, who generously gave their time to provide detailed information on their teaching practices
- Principals and staff, who allowed full access to the schools, generously supported Study activities, and provided information on instructional programs
- School district administrators, who willingly agreed to participate in the Study, provided full support to staff members, and opened their records to the Study
- Students, who continued with their studies during videotaping and completed the achievement tests and attitude scales
- Local Site Coordinators, who conducted the field work in an exemplary manner and who ably represented the Study in each school district
- Project Officers at the National Institute of Education, who provided understanding as well as supervision and who patiently waited for the findings.

To each of you, the staff for the Instructional Dimensions Study says,
"Thank you."

FOREWORD

This report is one of eight volumes which describe the findings and procedures of the Instructional Dimensions Study. The Study was funded by the National Institute of Education (NIE) as part of the Compensatory Education Study, a comprehensive research program conducted in response to a mandate by the U.S. Congress in the Education Amendments of 1974. The findings of the comprehensive study are to be reported to Congress prior to its deliberations in 1977-1978 regarding the extension of the Elementary and Secondary Education Act.

NIE conceived four main themes for addressing the issues of concern to Congress. The themes are Student Development, Services to Children, Funds Allocation, and Administration of Compensatory Education Programs. The Student Development section includes syntheses of previous evaluations of reading and mathematics programs, studies of alternative designs for delivery of compensatory education, and the present study of instruction, the Instructional Dimensions Study. This Study is designed both to gather data on program effectiveness in reading and mathematics and to complement the NIE National Survey of Compensatory Education, which describes the ways Title I funds are used nationally.

The Instructional Dimensions Study is an in-depth assessment of the relationships between selected instructional constructs and students' achievement. These constructs, as measured by the present study, are briefly defined below.

INDIVIDUALIZATION: Individualized instruction is defined as the use of the following instructional strategies:

- Matching students to curriculum levels by use of pretests
- Matching students to curriculum levels by use of mastery tests
- Testing practices
- Assignments and grouping practices
- Use of alternative learning routes for students with learning difficulties
- Sequencing and pacing of students through instructional materials.

OPPORTUNITY: Opportunity to learn has two aspects, quantitative and qualitative. The quantitative aspect is basically the amount of time available for learning. The qualitative aspect is the overlap between what is taught and what is assessed on the tests used to measure student learning.

MOTIVATORS: Motivational factors reflect both interpersonal classroom behaviors and curricular features that are hypothesized to encourage and support learning.

INSTRUCTIONAL EVENTS: This construct includes the quantity of interactions devoted to management and to cognitive teaching of individuals, small groups and the whole class; and the nature of teacher interactive behaviors with students.

TEACHER BACKGROUND: Teacher characteristics measured by this construct include the number of years teaching at the same school, highest degree earned, and the number of hours of training (identified according to training activities and content categories) completed during the past three years.

These five constructs are the elements of the Instructional Dimensions Model. They were essentially drawn from the work and experience of William Cooley and Gaea Leinhardt at the Learning Research and Development Center at the University of Pittsburgh, Pennsylvania. The data for all elements of the Study were collected through interviews, videotape recordings, and analysis and transcription of written materials. In addition, the Study collected information on instructional settings for compensatory education, costs, services provided by school districts, and the criteria used by districts to determine eligibility and participation for school buildings and students in compensatory education programs.

Classrooms participating in the Study were selected according to three primary dimensions: reported degree of individualization, setting, and neighborhood economic status. The Study reflects a focused interest in the effectiveness of the Study Model definition of individualized instructional practices as found within the sample of classrooms, but not in registering the results of these practices at the national level.

The analysis samples were obtained from 90 school buildings in 14 school districts, with approximately 200 classroom teachers, 150 compensatory education teachers, and 4,500 students. Pretests of student achievement and attitudes were conducted in September and early October, 1976, and posttests were administered in April and early May, 1977. Data analyses were conducted over instructional units (based on the teacher or unique pair of teachers providing instruction to a subset of students within a classroom) for first grade reading, first grade math, third grade reading, and third grade math.

The reports are organized into two series. The Final Reports of the Instructional Dimensions Study are *Executive Summary*, and *Study Findings*. Six Supporting Reports provide detailed explanations of the procedures followed by the Study team: *Curriculum Analysis Procedures*, *Data Collection Management*, *Program Cost Analysis*, *School Relations*, *Video Data Documentation*, and *Study Instruments and File Documentation*.

The analysis of the results, reported in *Study Findings* and *Executive Summary*, was conducted during July, 1977. The 17 months available for the overall conduct of the Study allowed sufficient time for project planning, data collection, and the development of the data base. The time available for project analyses did not allow for analytical work beyond the direct investigation of the simple impacts of Individualization, Opportunity, Motivators, Instructional Events, Teacher Background, instructional settings, and costs. The results of further analyses of the data will be presented in future reports. These reports will also include analysis of additional testing to be conducted in fall, 1977, with a sample of students from the present Study analyses samples.

A consortium headed by Kirschner Associates, Inc., of Washington, D.C., was funded by NIE in March, 1976, to conduct the Instructional Dimensions Study. Other members of the consortium were Education TURNKEY Systems, Inc., of Washington, D.C.; and the Learning Research and Development Center of Pittsburgh, Pennsylvania. Steiger, Fink and Kosecoff, Inc., of Los Angeles, California, and McLean, Virginia, was involved in the initial design and development of the curriculum analysis procedures.

September, 1977

Hugh Poynor
Principal Investigator

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INTRODUCTION

The Instructional Dimensions Study is a one-year field study of the characteristics of instructional practices and the impacts of these various characteristics on student achievement in and attitudes toward reading and math at the first and third grade levels. The Study's major focus is on the impacts of variations of individualized instruction methods and instructional settings. Impacts of opportunity to learn, motivators, instructional events, teacher background, and costs are also examined.

The purposes of this Supporting Report are to (1) briefly describe the data collection instruments used for the Study, (2) outline the rostering procedures required for data control, (3) describe the pilot test procedures and results, (4) identify the processes for data verification, (5) indicate the timetable for collecting data, (6) describe the procedures for sustaining cooperation from Study participants, and (7) briefly describe the management structures for field work and for data collection and processing activities.

A purposive sample of classrooms was selected for the Study in order to obtain variation on the degree of individualization, setting for compensatory education instruction, and neighborhood economic status. To determine the representativeness of the Instructional Dimensions Study programs, selected characteristics of the compensatory education programs of school districts participating in the present Study were compared with the information collected by the National Survey of Compensatory Education, a study also conducted by the National Institute of Education (NIE).¹

Data Collection Activities

Data collection activities were undertaken with students, classroom teachers, compensatory education teachers, school building principals, and

¹ See the Final Report, *Study Findings*, for a discussion of this comparison.

school district program administrators.¹ Achievement and attitude data were collected from 4,952 first grade students and 5,167 third grade students. Interviews were conducted with 201 first grade teachers, 196 third grade teachers, and 254 compensatory education teachers serving first and/or third grade students. All teachers assisted in the completion of various fact sheets designed to provide more detailed information on teaching practices and on the compensatory education activities of students. In addition, classroom instruction of subsamples of 275 regular classroom teachers and 200 compensatory education teachers were videotaped. Information on program characteristics was collected from principals in the 100 participating school buildings and from program administrators in each of the 14 school districts participating in the Study. This data was collected through the use of interviews, fact sheets, and program reports.

The categories of data collection instruments and the dates during which they were administered are presented on the following page (see Exhibit I).

Field Work Staff

The extensive field work conducted in a school district during the eight months of data collection required the hiring of local, on-site data collectors. Twenty-four of these local Site Coordinators were employed for the Study, with the largest school districts requiring three or four Site Coordinators. These on-site data collectors were supervised by three Regional Coordinators and a Field Manager. Standardization of field activities was accomplished through training conferences, Site Coordinator handbooks, detailed descriptions of the intent of each item for each instrument, and continuous liaison by the Regional Coordinators.

¹ Data collection activities began with pretesting of students in September and early October, 1976, and ended with posttesting of students in April and early May, 1977.

EXHIBIT I

DATA COLLECTION INSTRUMENTS
AND DATES OF ADMINISTRATION

<u>Instrument Category</u>	<u>Dates of Administration</u>
Student Achievement Tests and Attitude Inventories	Sept.-Oct., 1976 April-May, 1977
Student Attendance	March-April, 1977
Teacher Fact Sheets (Fall) ¹	Sept.-Nov., 1976
Teacher Fact Sheets (Spring) ²	Feb.-April, 1977
Teacher Interviews	Oct.-Nov., 1976 Feb.-March, 1977
Principal Interviews	Oct.-Nov., 1976
Principal Fact Sheets	Oct.-Nov., 1976
District Interviews	Oct.-Nov., 1976
District Fact Sheets	Oct.-Nov., 1976
Videotaping	Jan.-April, 1977
School Building Program Reports	Jan.-April, 1977
District Program Reports	Jan.-April, 1977

¹Teacher Fact Sheets collected in the fall of 1976 were the *Curriculum Reporting Sheet*, *Instructional Activities Schedule*, *Master Pupil Roster*, and the *Supplemental Instruction Pupil Roster*.

²Teacher Fact Sheets collected during the spring of 1977 were *Today's Assignments Sheet*, *Pupil's Curriculum Record*, and *Teacher Estimate of Overlap*, with the *Office Roster* being developed by the Study staff and verified by teachers.

PLACE OF THE INSTRUMENTS IN THE STUDY MODEL

Each of the instruments used for the Study were designed to collect information required by the Instructional Dimensions Model¹ or for comparison with the data collected by the NIE National Survey of Compensatory Education.

The Study Model specifies the information which describes effective instructional practices and organizes the data according to a hierarchy of variables, beginning with *measures* at the lower level and aggregating to *dimensions* and, finally, to *elements*. To collect the information required by the Model, items or questions were formulated for each measure and then incorporated into instruments, according to types of data or specific respondents. Presented on the following pages are the instruments and the elements of the Model, indicating the relationships among them (see Exhibit II).

Information for comparing the school districts participating in the present Study with school districts surveyed by the NIE National Survey of Compensatory Education was collected by six instruments. The Study elements and the instruments used for this comparison are presented in Exhibit III.

¹ See the Final Report, *Study Findings*, for a discussion of the Instructional Dimensions Study Model.

EXHIBIT II

MODEL ELEMENTS AND INSTRUMENTS

Model ElementsInstruments

Initial Achievement

Comprehensive Test of Basic Skills

Initial Attitudes

Survey of School Attitudes

Individualization

Teacher Interview (Fall and Spring)
Supplemental Teacher Interview (Fall and Spring)¹
Today's Assignments Sheet
Curriculum Reporting Sheet

Setting

Teacher Interview (Fall and Spring)
Supplemental Teacher Interview (Fall and Spring)
Office Roster

Opportunity

Teacher Interview (Fall and Spring)
Supplemental Teacher Interview (Fall and Spring)
Office Roster
Videotapes
Curriculum Reporting Sheet
Pupil's Curriculum Record
Teacher Estimate of Overlap

Instructional Events

Videotapes
Teacher Interview (Fall and Spring)
Supplemental Teacher Interview (Fall and Spring)

Motivators

Teacher Interview (Fall and Spring)
Supplemental Teacher Interview (Fall and Spring)
Curriculum Reporting Sheet
Videotapes

Teacher Background

Teacher Interview (Fall and Spring)
Supplemental Teacher Interview (Fall and Spring)

¹ The word *supplemental* as used on several instruments was selected as a generic term describing all forms of compensatory education, including that funded by Federal, State or local sources. By using *supplemental*, the Study sought to avoid confusion arising from the association of compensatory education with a single program, such as Title I.

EXHIBIT II (Continued)

MODEL ELEMENTS AND INSTRUMENTS

Model ElementsInstruments

Costs

Teacher Interview (Fall and Spring)
Supplemental Teacher Interview (Fall and Spring)
Principal Interview
Principal Fact Sheet
School Building Program Report
District Interview
District Fact Sheet
District Program Report

Criterion Achievement

Comprehensive Test of Basic Skills

Criterion Attitudes

Survey of School Attitudes

EXHIBIT III

STUDY ELEMENTS AND INSTRUMENTS
FOR COMPARISON WITH THE
NIE NATIONAL SURVEY OF COMPENSATORY EDUCATIONStudy Elements

District Services

Eligibility/
ParticipationInstrumentsPrincipal Interview
Principal Fact Sheet
School Building Program Report
District Interview
District Fact Sheet
District Program ReportPrincipal Interview
School Building Report
District Interview
District Program Report

INSTRUMENTS USED TO COLLECT DATA

The instruments used for collecting data for the Study will be discussed according to the category of respondents (or the source of the data), e.g., students, regular classroom or compensatory education reading or math teachers, school building principals, and district program administrators. For each type of respondent, one or more of the following categories of instruments will be discussed: tests or attitude inventories, interviews, videotaping, fact sheets, and program reports. Descriptions of the instruments will be limited to brief explanations of the kinds of information collected and the dates of collection.¹

Student Instruments

All students in participating classroom were pretested during September or early October, 1976, and were posttested during April or early May, 1977. The *Comprehensive Test of Basic Skills* (CTBS) was used to assess initial and criterion achievement, and the *Survey of School Attitudes* (SSA) was used to assess initial and criterion attitudes toward reading and math activities. Testing was conducted over a three-day period for first grade students and a two-day period for third grade students. Students who were not tested during the regularly scheduled times were given makeup tests.

Comprehensive Test of Basic Skills

The CTBS, published by CTB/McGraw-Hill, was used to assess achievement for the Study. Students at the first grade level were administered the CTBS, Level B, Form S, during both the pretest and posttest periods. Five subtests of Form S were administered: Letter Sounds, Word Recognition I,

¹ See the Supporting Report, *Study Instruments and File Documentation*, for a copy of each instrument used in the Study.

Reading Comprehension, Word Recognition II, Mathematics Concepts and Applications, and Mathematics Computation. Students at the third grade level were administered the CTBS, Level 1, Form S, during the pretest and CTBS, Level 1, Form T, during the posttest. Four subtests were used during both the pretest and posttest periods: Reading Vocabulary, Reading Comprehension, Mathematics Computation, and Mathematics Concepts and Applications.

Survey of School Attitudes

The SSA, published by Harcourt Brace Jovanovich in a special edition for the Study, was used to assess student attitudes toward reading/language arts and math activities. The attitude scale asked students to rate various learning activities by checking a smiling, neutral, or frowning face. The reading/language arts items inventoried each student's reaction toward reading, writing, listening, working with words, and speaking activities. The math items assessed attitudes toward geometry and measurement, numeration and set theory, computation, and problem solving activities.

Test Scheduling

Testing of students from both grade levels within a school district was conducted during a one-, two-, or three-week period, depending upon the particular needs of a school district. Generally, the third grade students were tested during the second full week of school after the opening of classes, and the first grade students were tested during the third full week. For all classrooms, students were first administered the SSA and then the CTBS by testing assistants hired by the Study and trained by Site Coordinators. First grade students were also administered a CTBS practice test.

In order to reduce the number of makeup tests required at a school building and to reduce the number of testing assistants, testing for each

grade was conducted in two waves. - For example, half of the third grade classrooms within a school building (or within the school district) were tested on Tuesday and Wednesday mornings, with the remaining half of the classrooms being tested on Thursday and Friday mornings. A similar procedure was followed for first grade classrooms, except that the first wave of testing began Monday afternoon and the second wave on Wednesday afternoon. The three-session schedule for the first grade was necessary because more subtests were required of first grade students and because the Study wanted to avoid lengthy testing sessions for these students.

Makeup Testing

The two-wave strategy employed by the Study successfully reduced the number of makeups which had to be scheduled after the regularly scheduled testing period. For those students absent during both waves of testing at a grade level, makeups were administered by Study testing assistants. During the fall, makeups were conducted within a four-week period following the regularly scheduled testing. In the spring, makeups were generally administered within one week after the completion of regularly scheduled testing.

Teacher Instruments

Information was collected from regular classroom and compensatory education teachers by various forms of the fall and spring teacher interview instruments, videotapes, and several teacher fact sheets--Curriculum Reporting Sheet, Instructional Activities Schedule, Today's Assignments Sheet, Pupil's Curriculum Record, and Teacher Estimate of Overlap. Two teacher fact sheets--the Supplemental Instruction Pupil Roster and the Office Roster--will be discussed under the heading "Data Control Rosters." The subject matter of the data collection instruments for teachers is briefly discussed below.

Teacher Interviews

The primary source of information about classroom instructional practices was the teacher interview instrument, administered to teachers during the fall of 1976 and the late winter-early spring of 1977. Eight teacher interview questionnaires were developed for the Study in order to facilitate data collection and data processing. These instruments are as follows:

Teacher Interview (Fall, Reading)
Teacher Interview (Spring, Reading)

Teacher Interview (Fall, Math)
Teacher Interview (Spring, Math)

Supplemental Teacher Interview (Fall, Reading)
Supplemental Teacher Interview (Spring, Reading)

Supplemental Teacher Interview (Fall, Math)
Supplemental Teacher Interview (Spring, Math)

The teacher interviews collected classroom-specific information, such as measures related to individualization, instructional setting, amount of time available for students to learn subject matter, use of interpersonal motivators and the extent of curriculum motivators to support learning, and the procedures for sequencing and pacing of instruction.

Basically, the eight teacher interview instruments were very similar, with about 85 percent of the items being of identical construction. Differences in items reflected the need to collect some information only once during the school year. For example, the questionnaires used during the fall obtained information on the methods for initial placement of students into the curriculum, years of teaching experience, highest earned degree, and the amount and type of training activities. Items unique to the spring questionnaires included the number of students transferring into and out of the classroom, allocation of instructional time during student contact, amount of time spent teaching subjects other than reading

or math, the amount of personal time contributed to teaching-related activities in reading or math, and the allocation of non-teaching time to reading and math activities.

For reading and math teachers, the instruments differed only because of the need to name the appropriate subject area, except for a single response which listed "language masters" for reading teachers and "manipulatives" for math teachers as a type of instructional material used in the classroom.

The difference between teacher interview instruments for regular classroom and compensatory education teachers was restricted to three items concerning students who received compensatory education instruction from another teacher. Two of these questions asked about the presence of such students in the regular classroom, while the third collected information on the racial/ethnic characteristics of these students.

Videotapes

Videotaping of classroom instruction was conducted during January-March, 1977, to obtain direct observation data on teaching practices and teacher and student behaviors.¹ Subsamples of 66 percent of regular classroom teachers and 80 percent of compensatory education teachers were videotaped twice during regularly scheduled instructional periods in reading and math.² Videotaping was conducted throughout the entire instructional period in order to capture the range of activities occurring during instruction. For those periods of more than 54 minutes, two "rest

¹ See the Supporting Reporting, *Video Data Documentation*, for a discussion of videotaping and videocoding.

² See the Final Report, *Study Findings*, for a discussion of the videotaping subsample.

periods" were established, thereby permitting the beginning, middle and end of instruction to be recorded on a 60-minute capacity videotape. At each school district site, the Site Coordinator hired and trained a videotaper who was responsible for operating the videotaping equipment. The Site Coordinator was responsible for scheduling videotaping sessions and for directing the activities of the videotaper.

Curriculum Reporting Sheet

Early in the school year, Site Coordinators completed a *Curriculum Reporting Sheet* for each teacher, identifying the instructional materials the teacher planned to use for reading and/or math during the 1976-1977 school year. The Sheet collected information such as publisher, copyright date, and classification, e.g., student text, student workbook, teacher's manual, instructional kit. In addition, the teacher rated the material according to the expected importance of use during the school year. This information was used by the central offices staff to develop other teacher fact sheets and was directly analyzed to provide the Ratings of Reported Curricula.¹

Instructional Activities Schedule

Prior to conducting the teacher interviews (or in conjunction with administration of the teacher interviews) in the fall, teachers were asked to complete the *Instructional Activities Schedule*, indicating the instructional activities conducted during a typical week during the fall. While these Schedules provide a sample of instructional activities conducted by teachers, their primary purpose was to help Site Coordinators obtain accurate information on the number of minutes per week the typical student in that classroom received instruction in reading or math.

¹ See the Supporting Report, *Curriculum Analysis Procedures*, for a discussion of the processing of curriculum materials.

Today's Assignments Sheet

Today's Assignments Sheet, completed during February-March, 1977, collected information on the assignments given to students on the day that the Sheet was completed. It also collected data on testing, such as the date of the last mastery test given to each student, along with the number of correct answers and the total number of items on that test for each student.

Pupil's Curriculum Record

On the basis of the instructional materials identified by each teacher earlier in the school year, *Pupil's Curriculum Records* were constructed by the central offices staff and then distributed to teachers at the time of posttesting.¹ These Records permitted the Study to identify blocks of material covered, and thus the content of instruction received by students up to the time of posttesting in April, 1977. Merging this information with results of the curriculum analyses conducted by the central offices staff permitted estimation of the extent of overlap of curriculum materials used with the items on the CTBS tests. Only regular classroom teachers completed these Records.

Teacher Estimate of Overlap

Another estimate of overlap between instructional content and the CTBS test items was collected by having teachers estimate the percent of students who had received instruction related to each item on the subtests of the CTBS used for the Study. Thus, teachers were asked to indicate on an item-by-item basis what was covered, by how many students. The *Teacher Estimate of Overlap* was completed at the time of posttesting.¹

¹ See the Supporting Report, *Curriculum Analysis Procedures*, for more details.

Principal and School Building Instruments

Three instruments were used at the principal and school building level. The data collected by these questionnaires provided information for calculating cost¹ and for making comparisons with the National Survey of Compensatory Education.

Principal Interview

The *Principal Interview* instrument was administered in October-November, 1976, to the principals of each school building participating in the Study. It collected information on compensatory education instructional areas and supportive services, student eligibility and participation criteria, program enrollment, and personnel involved in the compensatory education program. It also gathered details on the characteristics of planning for reading and math programs in that school building.

Principal Fact Sheet

The *Principal Fact Sheet* was completed by principals of school buildings participating in the study. Collected at the same time that the Principal Interview was administered, the Fact Sheet gathered information on the number of school days for students; the number of additional working days for teachers, teacher aides, reading and/or math specialists, and the principal; the estimated number of hours each actually spends working at school; and the daily schedule for the school.

¹ See the Supporting Report, *Program Cost Analysis*, for a discussion of the procedures used to arrive at cost estimates.

School Building Program Report

Instead of being completed by the Site Coordinator, the *School Building Program Report* was completed by Regional Coordinators who worked with school building and school district personnel to obtain information from existing records. This instrument gathered data on enrollment, number of teachers, staff and aides for regular and compensatory education instruction, and the number of students participating in the instructional areas offered by the school.

District Administrators and District Instruments

Information on the characteristics of the compensatory education program within each participating school district was collected by three instruments. Similar to the principal and school building instruments, these instruments gathered information for calculating costs and for making comparisons with the programs inventoried by the National Survey of Compensatory Education.

District Interview

The *District Interview* collected data on the instructional areas and supportive services provided to compensatory education students, eligibility and participation criteria for school buildings and for students in the compensatory education program, program enrollment, personnel involved in the program, and the district-wide planning activities. This instrument was administered by Site Coordinators in October-November, 1976.

District Fact Sheet

The *District Fact Sheet* was completed by the compensatory education program administrator. Collected at the time that the District Interview

was administered, the Fact Sheet gathered information on the duration of the compensatory education program instructional activities for students, the number of working hours and days for the program administrator, and the allocation of time by that administrator to various activities.

District Program Report

The *District Program Report*, completed during January-April, 1977, along with the School Building Program Reports, obtained information from existing records on school building eligibility and participation in the compensatory education program, program enrollment, number of low income families, number of students participating in various instructional areas and supportive services offered by the district, expenditures for instructional areas and supportive services offered by the district, salaries of teachers, aides and principals in schools participating in the Study, and the fiscal status of the district, including the tax rate. Additional information on expenditures by the school district was obtained through a review of general fund and compensatory education budgets for the 1976-1977 school year.

DATA CONTROL ROSTERS

Six rosters were used during various stages of the Study to coordinate data management activities. However, for the analysis phase, a single roster summarized the information contained on the other five rosters. The interim rosters were used to coordinate field operations and to identify participating schools, classrooms, teachers and students.¹ Four of the five interim rosters also required the assignment of district-wide unique identification numbers to each of the persons listed on that roster. Students, however, were assigned identification number unique only within a classroom.

¹ See the Supporting Report, *Study Instruments and File Documentation*, for copies of these rosters.

Roster of Elementary Schools

The *Roster of Elementary Schools*, completed in the fall of 1976 either before classes had begun or shortly thereafter, identified the name of each participating school building in the district, the name of the principal, and the number of participating teachers, by subject area and by grade level.

Roster of Teachers

After each teacher's participation in the Study had been verified, the *Roster of Teachers* was completed, identifying the grade level, unique teacher identification number, and the teacher type (e.g., regular classroom reading and/or math teacher, and compensatory education reading and/or math teacher.) Each regular classroom teacher was entered only once on this Roster, but compensatory education teachers were entered as many times as they conducted instructional periods for students participating in the Study. For example, if a compensatory education teacher instructed Study students during class periods beginning at 9 a.m., 10 a.m., and 11 a.m., that teacher was listed three times on the Roster.

Roster of Classrooms

Closely linked to the teacher roster for a school district was the *Roster of Classrooms*. This Roster provided a unique classroom identification number for each participating class within each school building, and indicated the regular classroom teacher and compensatory education teacher(s) providing instruction to Study students assigned to that classroom.

Master Pupil Roster

The *Master Pupil Roster*, completed before pretesting was conducted, identified all students assigned to a particular classroom and assigned

an identification number to each student within that classroom. In addition, each student's regular classroom teacher was listed by a unique identification number. This done for both the reading teacher(s) and the math teacher(s) instructing each student.

Supplemental Instruction Pupil Roster

During October and November, 1976, regular classroom and compensatory education teachers completed a *Supplemental Instruction Pupil Roster*, listing the names and identification numbers of Study students who were receiving compensatory education instruction in reading or math. The information collected on this Roster included the number of minutes of instruction per week, the number of weeks that this instruction would be conducted, the amount of time that this instruction was conducted during regular reading or math instruction, and the name of the compensatory education teacher providing the instruction.

Office Roster

Information from the five rosters identified above was recorded at the central offices on a single roster, the *Office Roster*. This Roster contained the full identification number for the school district, school building, grade level, unique classroom number, unique teacher identification number, and the teacher type description. To aid processing, the teacher's name, school building, school district, and Site Coordinator were also provided. For each student listed on the Office Roster, space was provided to indicate the regular teacher providing reading or math instruction and information about each student's compensatory education instruction program in reading or math, such as the identification number of the compensatory education teacher, the number of minutes per week of instruction, the number of weeks that this instruction was conducted (up to the time of posttesting), and the amount of compensatory education

instruction which was being conducted at the same time that regular instruction in reading or math was available to the student. The Office Rosters were prepared by the central offices staff and then sent back to the field to be given to teachers for verification during March and April, 1977. In their final form, the Office Rosters provide a complete listing of all participants in the Study. During the analysis phase of the Study, the Office Rosters provide the controlling mechanism for the merging of all data.

PILOT TESTS OF INSTRUMENTS

Pilot tests of the instruments were conducted during April, May and early June, 1976, in two public school districts. The pilot tests were designed to place primary emphasis on testing the planned procedures for contacting and interviewing administrators and teachers, and for scheduling, conducting and coding the videotapes of classroom instruction.

Sources of Instruments

The content and basic format of the instruments used for the Study were specified by NIE as the result of a design study¹ completed before the contract for this Study was awarded. The teacher instruments and videotaping/videocoding procedures were developed from instruments and guidelines suggested by a subcontractor for the Study: Learning Research and Development Center, Pittsburgh, Pennsylvania. Other instruments were adapted from questionnaires used by NIE to conduct the National Survey of Compensatory Education.

¹William W. Cooley and Gaea Leinhardt. *Design for the Individualized Instruction Study: A Study of the Effectiveness of Individualized Instruction in Teaching of Reading and Mathematics in Compensatory Education Programs*. Final Report. University of Pittsburgh: Learning Research and Development Center, 1975.

Pilot Test Procedures

In the two school districts selected for the pilot test, approval for participation was obtained from the school district, the school building principals, and individual teachers. To encourage participation, each teacher was given a monetary honorarium. Teacher interviews were administered to nine teachers, and other instruments were administered to the principal of each school building and to the compensatory education program administrator for the school district. NIE Project Officers observed at least one administration of each of the instruments.

Revisions of Instruments

On the basis of the pilot test results, project staff and NIE Project Officers revised all of the questionnaires in order to incorporate suggested improvements. These improvements included elimination of some items, adoption of new items, better phrasing of items, and the development of more appropriate responses categories.

The instruments for principals and district program administrators were revised through the restructuring of some items, the revision of some items in order to facilitate administration and/or recording of responses, and the elimination of some items not required for a comparison with the National Survey of Compensatory Education.

The teacher instruments, however, were substantially revised to include data from classrooms with less individualized instructional approaches and to define more precisely the various strategies employed in classrooms with a high degree of individualized instruction. Concern about the focus of the originally proposed instrument for teachers resulted in a revision cycle which took the instrument through several revisions, and through a partitioning procedure whereby the single instrument was developed into several instruments. For example, separate interviews were developed for reading and math teachers and for regular and compensatory

education teachers. In addition, several fact sheets (described above) were developed in order to reduce the total amount of time required during a single interviewing session.

Need for Item Intents

Pilot testing of the instruments clearly suggested that explicit explanations and instructions were required, if the instruments and items were to be administered and completed correctly. General explanations of the instruments, scheduling and interviewing techniques were planned for the *Site Coordinator Handbook*.¹ However, more detailed explanations also had to be provided through Item Intents developed for each of the instruments, explaining the purposes of each question and the procedures for recording the responses.

VERIFICATION OF DATA

Three general approaches followed throughout the Study assisted efforts to verify the information collected by Site Coordinators. First, each Regional Coordinator was assigned to monitor the activities and audit the instruments collected by each Site Coordinator. In addition, the Field Manager also audited these instruments. When the general pattern of responses collected by various instruments was broken, Site Coordinators were asked to verify responses for selected items.

Second, because several instruments were used to collect information from a teacher or from a school building or school district, the responses could be expected to be quite similar for a teacher or for a school district. When inconsistencies arose, such as a conflict between the Teacher Interview and the Today's Assignment Sheet in regard to testing practices, Regional Coordinators asked Site Coordinators to verify responses.

¹ See Appendix A for the Table of Contents for the *Site Coordinator Handbook*.

Finally, the instrumentation for the Study was organized in order to conduct Teacher Interviews twice and to verify student enrollment several times throughout the Study. In addition, responses about the number of minutes per week of reading or math instruction as requested by the Teacher Interview were aided by the completion of Instructional Activities Schedules for a typical week. Also, the instructional materials listed on the Curriculum Reporting Sheet during the fall of 1976 were verified when Pupil's Curriculum Records were distributed during the spring of 1977. This repetitive approach to data collection activities greatly assisted the collection of reliable information.

TIMETABLE FOR DATA COLLECTION ACTIVITIES

The requirements of conducting the Study during the 1976-1977 school year and of completing the initial phase of the analysis by July 31, 1977, placed rigorous demands on staff members at the central offices, on the Site Coordinators, and on participating teachers, principals, and school district administrators. At most school district sites, the Site Coordinators contacted school district administrators immediately after training was completed in mid-August, 1976, and began contacting principals as soon as they reported for work for the school year. Except for holidays and vacations for school districts, Site Coordinators with full-time loads continued to work steadily throughout the school year until the Study wrap-up was completed in May, 1977.

Data Collection Activities

The major data collection activities and the dates within which the major portion of the activity was completed are presented on the following page (see Exhibit IV). As can be seen, several of the activities were conducted during the same time period in order to reduce the number of contacts required with respondents.

EXHIBIT IV
DATA COLLECTION TIMETABLE

ACTIVITY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	TIME FRAME FOR ACTIVITIES
Train Site Coordinators	■												Aug. 10-13, 1976
Reconfirm Participation		■											Sept. 1-7, 1976
Obtain Rosters		■	■										Sept. 1-17, 1976 Oct. 4-15, 1976
Recruit, Train Testing Assistants		■											Sept. 1-17, 1976
Administer SSA, CTBS Tests			■										Sept. 20-Oct. 8, 1976
Score SSA, CTBS Tests			■										Sept. 20-Oct. 8, 1976
Interview Teachers			■	■									Oct. 4-Nov. 26, 1976
Interview Principals			■	■									Oct. 4-Nov. 12, 1976
Interview District Program Administrators			■	■									Oct. 4-Nov. 12, 1976
Collect Teacher Fact Sheets			■	■									Oct. 11-Nov. 26, 1976
Collect Principal Fact Sheets			■	■									Oct. 11-Nov. 12, 1976
Collect District Fact Sheets			■	■									Oct. 11-Nov. 12, 1976
Videotaping Training				■									Nov. 30-Dec. 1, 1976
Videotape Classrooms					■	■	■	■	■				Jan. 6-April 15, 1977
Compile Program Reports						■	■	■	■	■			Jan. 17-May 6, 1977
Interview Teachers							■	■	■				Feb. 21-April 15, 1977
Collect Teacher Fact Sheets							■	■	■				Feb. 21-May 6, 1977
Verify Office Rosters								■	■				Mar. 14-April 15, 1977
Administrate SSA, CTBS Tests									■				April 18-May 6, 1977
Audit SSA, CTBS Tests									■				April 18-May 6, 1977

Workload for Teachers

The workload requirement for teachers was relatively heavy because the Study was designed to collect information directly from teachers. Thus, even though most of the data collection activities required the presence of the teacher, Site Coordinators were directed to assume as much of the paperwork burden as possible. In an additional effort to reduce the respondent burden, Site Coordinators were authorized to use substitute teachers during March and April, 1977, to relieve teachers while they were completing Study instruments, such as teacher interviews, Today's Assignments Sheets, Pupil's Curriculum Records, and Teacher Estimates of Overlap of instruction with the CTBS test items.

Workload for Site Coordinators

Workloads for Site Coordinators varied because of the number of participating classrooms selected from each school district and because of personal requirements of these data collection field workers. Generally, a Site Coordinator with a load of 20-25 regular classroom teachers and 5-10 compensatory education teachers worked full time throughout the Study, from August 30, 1976, through May 6, 1977. Breaks in the data collection activities generally reflected the school district's schedule for holidays and vacation periods.

OBTAINING AND SUSTAINING COOPERATION FROM PARTICIPANTS

The requirement that data be collected throughout the 1976-1977 school year necessitated the adoption of several strategies designed to encourage interest in the Study and to maintain cooperation by participants. In addition to shifting much of the workload to Site Coordinators (as discussed under "Workload for Teachers" above), an honorarium was provided for each teacher's participation. Other strategies for sustaining cooperation were the recruitment of a single person as a prime contact

for the Study in the school district administrative structure and the hiring of a local resident to serve as the Site Coordinator.

Roles of Prime Contacts

Early in the process of recruiting a school district as a participant in the Study, the central offices staff asked each school district to designate an individual who would have prime or major responsibilities for coordinating Study activities within the school district. High level administrators--such as directors of compensatory education programs, instruction programs, or planning and evaluation activities--were appointed at each site. The Prime Contacts assisted the Study by serving as a liaison between the central offices staff and local school district administrators, and by identifying and suggesting solutions for problems affecting the success of the Study.¹ Perhaps more importantly, the Prime Contacts served as knowledgeable sources and as liaisons for Site Coordinators within the school districts.

Roles of Site Coordinators

Though the major role of each Site Coordinator was to collect data from the school district for the Study, the local residency of each Site Coordinator contributed greatly to the working relationship between the school district and the central offices of the Study. As the local representative of the Study, each Site Coordinator was readily available to school district administrators, principals, and teachers. Thus, the Site Coordinator reported local concerns about the Study to the central offices staff, and the central offices staff used the Site Coordinator to relay information to participants. In addition, the Site Coordinator worked closely with the Prime Contact to make sure that the Study progressed smoothly.

¹ See the Supporting Report, *School Relations*, for a discussion of the problem identification/resolution process.

Because the workload required of teachers was heavy, the use of local residents as Site Coordinators proved to be a major factor in the success of the data collection activities. This approach permitted the Study to shift as much of the data collection burden as possible from the teachers to the Site Coordinators. For example, data was collected at times convenient for the teachers rather than for the data collectors. More importantly, Site Coordinators were representatives of the Study and were readily available to everyone in the school districts.

Roles of Principals

The roles of the principals of participating schools varied greatly during the early weeks of the Study. In some schools, the principal required that all activities undertaken by the Site Coordinator in that school had to be cleared through the principal's office. In other schools, the principal arranged for an initial meeting with the teachers, and then permitted the Site Coordinator to work directly with the teachers throughout the Study, while keeping the principal informed of the general progress of the data collection activities.

Roles of Regional Coordinators and Central Staff

Activities of Regional Coordinators and other central offices staff were conducted to encourage continued participation by schools and teachers. Regional Coordinators visited each site during major periods of data collection activities. In addition, other central staff members as well as the Regional Coordinators visited sites when special problems arose. During each of these visits, efforts were made to contact as many teachers, principals and/or school district administrators as possible in order to discuss the purposes and progress of the Study.

Direct Communications to Participants

Two information bulletins--the first in November, 1976, and the second in January, 1977--were sent to Study participants to provide more direct answers to specific concerns about the Study and the data collection activities. The first addressed concerns such as the appropriateness of the level of the Study's achievement tests for some students, access to student test scores, confidentiality of the data, benefits of the Study, and the size and purpose of the Study. The second bulletin discussed the videotaping procedures, such as selection of teachers for the videotaping subsamples, preparations for videotaping, and activities expected during a videotaping session.

Though most of the information contained in these two bulletins and other handouts given directly to participants could have been explained by Site Coordinators, communication directly from the central staff of the Study to participants had positive impacts for data collection activities.

MANAGEMENT OF FIELD WORK

The field work management structure for the Study is typical of the pattern used for most field studies of this size, with the exception that almost all of the actual data collection activity was performed by persons residing within the school district site. Organizational and communications lines for supervising field work activities were generally vertical. In contrast, supervision of data collection and data processing activities was more inclined to be horizontal because of the need for auditing and verification by staff members with specialized areas of interest.

Field Work Organizational Structure

Supervision of the field work was conducted by the Field Manager, who coordinated the data collection requirements of other central offices staff and who had responsibility for the activities of Regional

Coordinators and Site Coordinators (see Exhibit V). At the central offices level, the Field Manager worked closely with the School Relations Manager, the Curriculum Analysis Manager, and the Videocoding Manager to develop instruments and establish appropriate data collection procedures. The Field Manager also worked closely with the Regional Coordinators and Site Coordinators to implement the data collection procedures. Each Regional Coordinator supervised the work of several Site Coordinators in a specific geographic area of the Study. In most school districts, only one Site Coordinator was required to perform all data collection activities. Where more than one Site Coordinator was needed because of the large number of Study classrooms in the district, a Lead Site Coordinator was placed in charge of all data collection activities for that site. Usually, a Site Coordinator worked somewhat independently of other Site Coordinators in the school district, and each Site Coordinator was responsible for supervising the work of testing assistants and of videotapers.

Data Collection and Data Processing Organizational Structure

Supervision of data collection and data processing activities was conducted jointly by the Data Collection Manager and the Field Manager, who worked directly with the Videocoding Manager, Curriculum Analysis Manager, Regional Coordinators, coders and keypunchers (see Exhibit VI). The Data Collection Manager and the Field Manager were responsible for ensuring that all data scheduled to be collected was received at the central offices and that all appropriate recording procedures had been followed. When discrepancies were noted, the Data Collection Manager and the Field Manager used the field management network to obtain the required data, make corrections, and/or verify responses.

Though a Regional Coordinator was responsible for the data collection activities of specific Site Coordinators, the Data Collection Manager, Field Manager, Videocoding Manager or Curriculum Analysis Manager was permitted to contact Site Coordinators directly. In school districts

EXHIBIT V
FIELD WORK ORGANIZATIONAL STRUCTURE

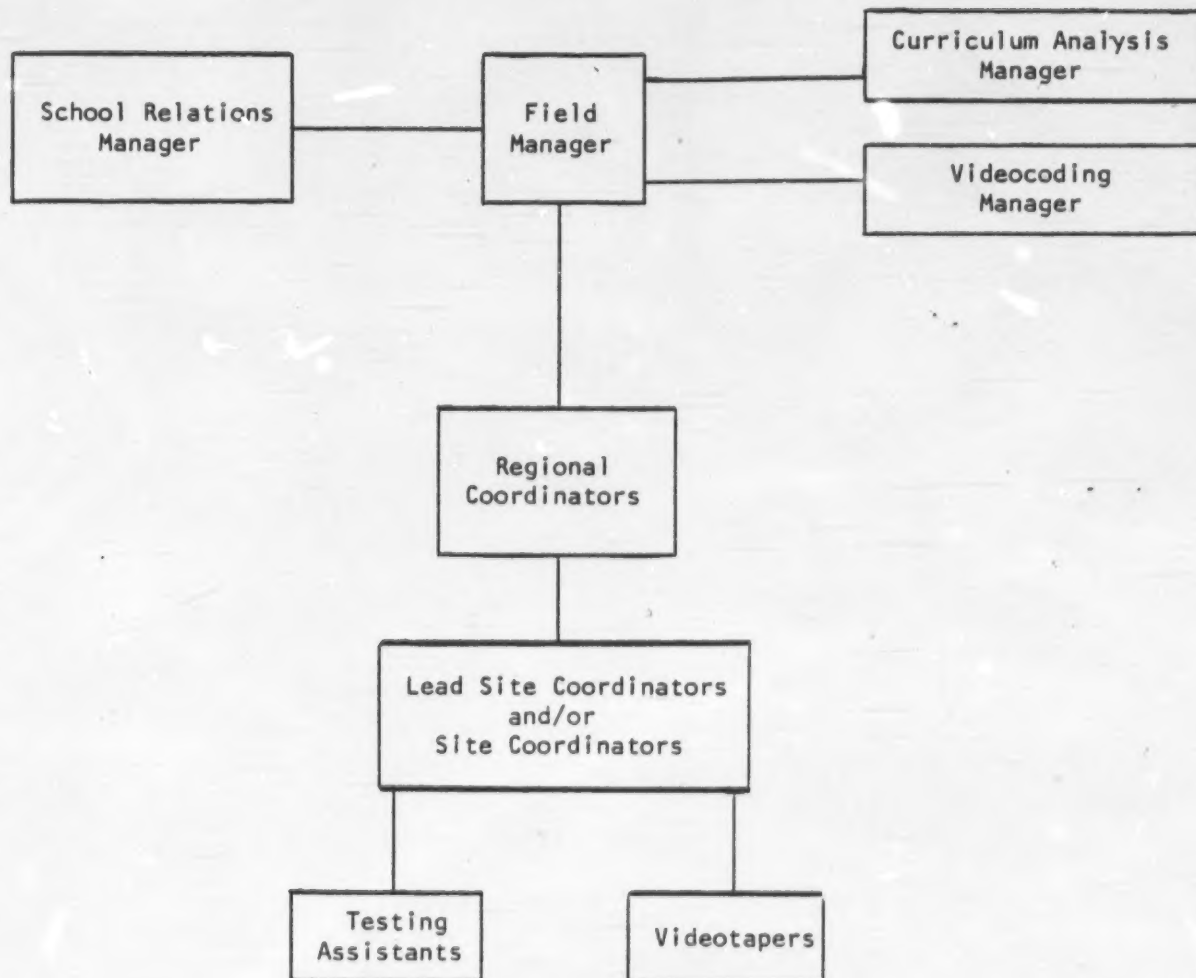
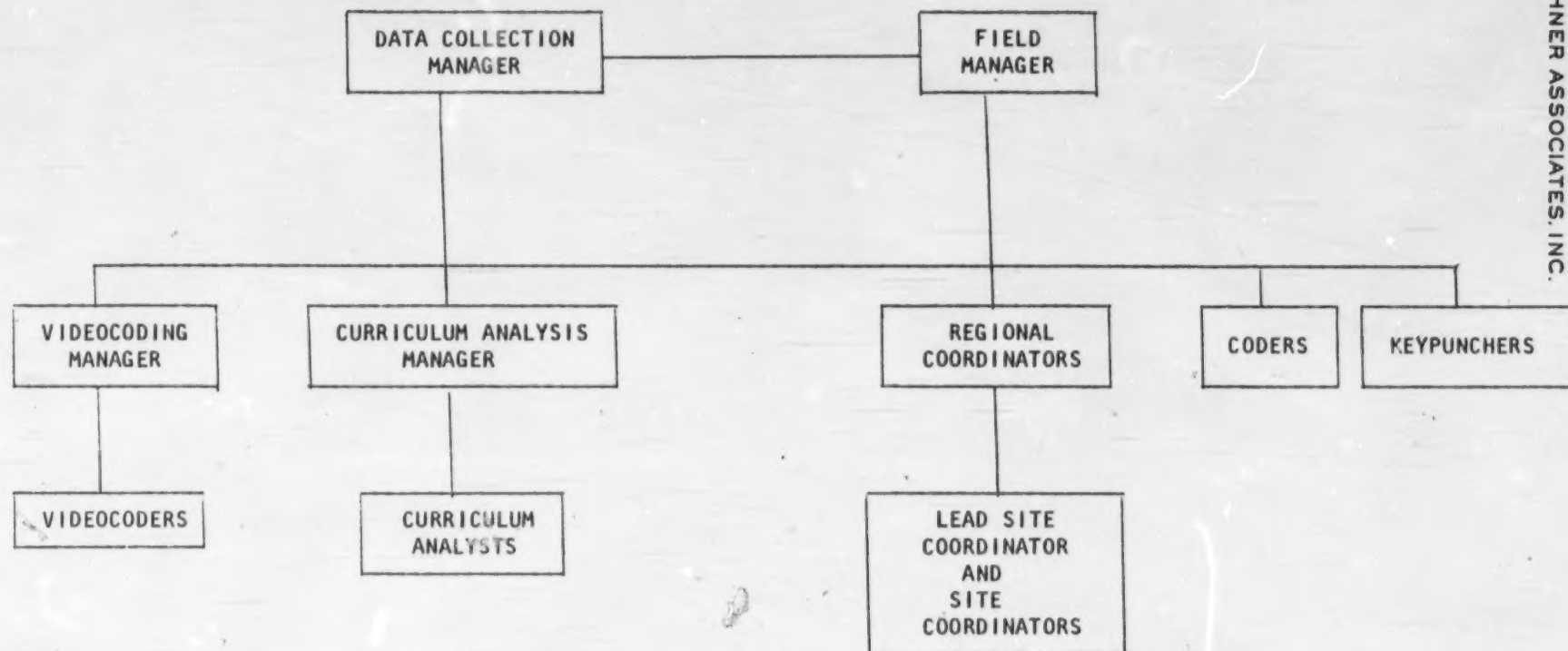


EXHIBIT VI

DATA COLLECTION AND DATA PROCESSING ORGANIZATIONAL STRUCTURE



KIRSCHNER ASSOCIATES, INC.

with more than one Site Coordinator, contacts were usually made directly with individual Site Coordinators rather than through the Lead Site Coordinator.

Flow of Instructions to Site Coordinators

The size and comprehensiveness of the Study required that instructions regarding data collection activities be standardized and highly detailed. To facilitate this flow of information, a general training session was held August 11-14, 1976, to provide an overview of the Study and to give instructions for performing the data collection activities required through November, 1976 (see Appendix B). A second training session was held November 30-December 2, 1976, to provide instructions on videotaping and to prepare Site Coordinators for other data collection activities required during the second half of the Study (see Appendix C).

In conjunction with the training sessions, two handbooks were developed. The *Site Coordinator Handbook* provided an explanation of the purposes of the Study and of the data collection instruments, and gave suggestions as to how to schedule data collection activities (see Appendix A). The *Videotaping Handbook* described the procedures for scheduling and conducting videotaping of classroom instruction (see Appendix D).

More detailed instructions for the administration and completion of each instrument were set forth in Item Intents. These Item Intents explained the purpose of the question, specified probing statements, reviewed skipping patterns, and provided instructions as to how to record various responses (see Exhibit VII).

Finally, the data collection effort was assisted through the almost daily contacts between Regional Coordinators and Site Coordinators, and the direct contacts permitted to the Field Manager and other central offices staff with the Site Coordinators. This open flow of information between the central offices staff and Site Coordinators assisted the understanding of field operations as well as the collection of reliable data.

Q.12

EXAMPLE OF ITEM INTENT

Regular and Supplemental
Classroom Teachers

a. What methods do you use to assess pupil mastery of specific skills in reading? [CIRCLE ALL THAT APPLY]

- | | |
|-----------------------------------|-------------------------------|
| 1. Standardized test results | 6. Completion of work units |
| 2. Curriculum-provided tests | 7. Observation of work sample |
| 3. Teacher-made tests | 8. Conference with specialist |
| 4. Review of in-class assignments | 9. Conference with pupil |
| 5. Review of homework | 10. Other [SPECIFY] _____ |

b. Please rank the methods you have indicated that you use in terms of their importance in your assessment of mastery. [RECORD NUMBER OF RANK. MOST IMPORTANT WOULD BE "1", NEXT IN IMPORTANCE WOULD BE "2", ETC.]

- | | |
|--------------------------------------|----------------------------------|
| _____ Standardized test results | _____ Completion of work units |
| _____ Curriculum-provided tests | _____ Observation of work sample |
| _____ Teacher-made tests | _____ Conference with specialist |
| _____ Review of in-class assignments | _____ Conference with pupil |
| _____ Review of homework | _____ Other [SPECIFY] _____ |

1. Circle the number of each response category mentioned.
2. Do not indicate to the teacher the types of responses available.
3. Probe by asking: ARE THERE OTHER METHODS THAT YOU USE?
4. After the teacher has completed responding to the question, read back the responses indicated and ask: HOW WOULD YOU RANK THESE IN TERMS OF THEIR IMPORTANCE TO YOUR ASSESSMENT OF MASTERY? WHICH IS MOST IMPORTANT? Continue to ask: WHICH IS NEXT MOST IMPORTANT? until all methods have been ranked.
5. Place a "1" alongside the most important, "2" for the next most important, etc.
6. Do not allow the teacher to report the methods as being of equal importance. Ask: FOR HOW MANY STUDENTS IS THIS METHOD USED? Or, ask: HOW FREQUENTLY DO YOU USE THIS METHOD? Then rank accordingly, if the teacher agrees with the rank assigned.
7. If the teacher indicates that "teacher judgment" is used, probe by asking, "HOW DO YOU DECIDE IF MASTERY IS ACHIEVED?"
8. Before classifying a method as "Other," be sure that it does not logically fall into one of the methods listed under 1-9.
9. MAKE CERTAIN THAT THE METHODS WHICH ARE RANKED IN Q.12.b. ARE THE SAME METHODS IDENTIFIED IN Q.12.a.

APPENDICES

APPENDIX A
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SITE COORDINATOR HANDBOOK

KIRSCHNER ASSOCIATES, INC.

HANDBOOK FOR SITE COORDINATORS

INSTRUCTIONAL DIMENSIONS STUDY
1976-1977

CONTRACT No. NIE 400-76-0060

NATIONAL INSTITUTE OF EDUCATION
COMPENSATORY EDUCATION DIVISION

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUGUST 6, 1976

48

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APPENDIX B
TRAINING OF SITE COORDINATORS,
August 10-13, 1976

AGENDA
TRAINING OF SITE COORDINATORS
INSTRUCTIONAL DIMENSIONS STUDY
AIRLIE HOUSE, WARRENTON, VIRGINIA
August 10-13, 1976

Tuesday

10 August 8:30 - 9:00 a.m.	<u>Official Welcome</u> - orientation to area, training regimen
9:00 - 10:30	<u>Overview of Study</u> - history of NIE study, background, consortium, design, methodology, management
10:30 - 11:30	<u>Activities and Responsibilities of Site Coordinators</u> - scheduling, logistics, training, testing, interviewing, videotaping, liaison
11:30 - 12:00	<u>Question and Answer Session</u>
12:00 - 1:30 p.m.	Lunch
1:30 - 2:30	<u>Scheduling and Logistics</u> - project milestones, individual site scheduling
2:30 - 3:30	<u>Small Group Activity</u> - develop tentative local site schedule
3:30 - 4:30	<u>Review Tentative Site Schedules</u>
4:30	Adjourn
5:00 - 6:30	Social Hour

Wednesday

11 August 8:30 - 9:00 a.m.

Announcements and Recap of Previous Day's Activities

9:00 -10:30

Student Testing Procedures - CTBS and SSA, description of tests and content, testing schedule, make-up of testing, scoring tests

10:30 -11:30

Student Testing Procedures - recruiting and training testing assistants, confidentiality of data, returning tests

11:30 -12:00

Question and Answer Session

12:00 - 1:30

Lunch (First Small Group Meeting)

1:30 - 4:30

Teacher Interview Instrument - description, examination, and item intent review.

4:30

Adjourn

To Be Scheduled

(Second Small Group Meeting)

Thursday

12 August 8:30 - 9:00 a.m.

Announcements and Recap of Previous Day's Activities

9:00 - 10:00

Effective Interview Techniques - scheduling, preparation, systematic use of interview form, answering questions, establishing rapport, use of effective techniques

10:00 - 11:00

Practice with Teacher - Interview Instrument

11:00 - 12:00

Project - School Relations - procedures for providing information to representatives of school district, community, and news media

12:00 - 1:30 p.m.

Lunch (Third Small Group Meeting)

1:30 - 2:30

Principal Interview Instrument - description and examination; item intent review

2:30 - 3:30

District Interview Instrument - description and examination; item intent review

3:30 - 4:30

Sample Verification Procedures - classroom setting, instructional dimensions, other

4:30

Adjourn

Friday
13 August 8:30 - 9:00 a.m.

Announcements and Recap of Previous Day's
Activities

9:00 -10:00

Videotaping Procedures - scheduling classrooms,
recruiting technicians, storing tapes, camera
techniques, shipping videotapes

10:00 -11:00

Curriculum Analysis Form - review and examination
of fact sheet

11:00 -12:00

Administrative Procedures - preferred lines of
communication, record keeping, vouchering, travel
and per diem, general matters of employment
during project period

11:45 -12:15 p.m.

Lunch

12:30

Bus to National Airport, Washington, D.C.

APPENDIX C

MID-STUDY ASSESSMENT, VIDEOTAPING TRAINING,
November 30 - December 2, 1976

MID-STUDY ASSESSMENT, VIDEOTAPING TRAINING

November 30 - December 2, 1976

TRAINING SCHEDULE

Tuesday November 30	8:30 - 8:45	Welcome, Overview of the Training Session
	8:45 - 9:00	General Discussion of Project Successes and Problems
	9:00 - 10:00	Small Group Discussions of Project Successes, Problems, and Needed Changes
	10:15 - 12:20	Review of Spring Teacher Interviews, Suggested Revisions for Item Intents (Small Group Discussions)
	1:20 - 1:40	Responses to Project Discussions
	1:40 - 2:25	Procedures for Scheduling Testing and Handling SSA, CTBS Test Booklets in Spring
	2:25 - 3:10	Procedures for Verifying Teacher Fact Sheets
	3:25 - 3:55	Pupil's Curriculum Record
	3:55 - 4:25	Today's Assignments Sheet
Wednesday December 1	4:25 - 5:10	Overview of Videotaping
	8:30 - 10:00	Overview of Required Activities for Videotapers, Site Coordinators
	10:00 - 10:30	Understanding and Using Videotape Equipment
	10:45 - 12:15	Practice Using Videotape Equipment - Camera, Recorder, Microphone, etc. (Rotating Groups)

Wednesday
December 1

1:15 - 2:45

Practice Using Videotape Equipment -
Continued (Rotating Groups)

2:45 - 3:15

Basic Maintenance of Videotape
Equipment and Making Minor Repairs

3:30 - 4:15

Hiring and Paying Videotapers

Thursday
December 2

8:30 - 10:30

Use of Checklist for the Video-
taping Sessions

10:45 - 11:15

Selection of Classroom Instruction
for Videotaping

11:15 - 12:00

Working with Teachers and Pupils

1:15 - 2:15

Scheduling Videotaping Sessions,
Caring for Videotapes, Labelling
Videotape Cartridges, and Shipping
Videotapes

APPENDIX D
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VIDEOTAPING HANDBOOK

KIRSCHNER ASSOCIATES, INC.

VIDEOTAPING HANDBOOK

INSTRUCTIONAL DIMENSIONS STUDY
1976-1977

CONTRACT No. NIE 400-76-0060

NATIONAL INSTITUTE OF EDUCATION
COMPENSATORY EDUCATION DIVISION

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

NOVEMBER 25, 1976

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